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ABSTRACT

"Journey Home," an interactive CD-ROM program about Homer's "Odyssey," was produced at North Shore Community College (Massachusetts) to create an innovative method for teaching literature. Based on a prototype developed on an Apple II, the program incorporates video, text, graphics, music, and artwork related to the Odyssey and provides helpful background information on history, mythology, and archaeology. By placing extensive resources at their fingertips, Journey Home provides students with the opportunity to understand and appreciate Homer's poem, as well as discover its influence on art, music, and other literature. Its multimedia format addresses the problem of teaching literature to students with widely varying abilities, literary experience, learning styles, and motivation. Evaluation procedures for the program included surveys of students and instructors, use of control and experimental classes, comparisons of student papers and research, pre- and post-tests of students' knowledge of the Odyssey, exit interviews, and videotaping of classes. The consistent success of Journey Home has proven the effectiveness of using multimedia in the literature classroom. Appendices include a discussion with the Fund for the Improvement of Postsecondary Education, project descriptions, evaluation sheets, and sample tests and assignments. (YKH)

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ED 413 955

Teaching Literature Using Multimedia

Final Report: Fund for the Improvement of Postsecondary Education

Sandra Stalker

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Cover Sheet

Grantee Organization: (Please indicate if the name of the grantee organization changed subsequent to the grant.)

North Shore Community College
One Ferncroft Road
Danvers, MA 01923

Grant Number:

P116B20852

Project Dates:

Starting Date: September 1, 1992
Ending Date : August 31, 1995
Number of Months: 36

Project Director:

Dr. Sandra Stalker
Assistant Dean, Educational Technology
North Shore Community College
One Ferncroft Road
Danvers, MA 01923
Telephone: (508)762-4000 x6661

FIPSE Program Officer(s): Preston Forbes, Brian Lekander, David Johnson,

Grant Award:	Year 1	$ 63,368
	Year 2	$ 51,920
	Year 3	$ 47,168
	Total	$162,456

Project Summary

The Journey Home project was a three year grant funded by FIPSE to create an interactive CD-ROM program on Homer's *Odyssey* , designed to improve the way literature is taught at community colleges. The final project is an interactive CD-ROM which contains text, audio and video clips, as well as still pictures that reflect the tremendous depth of the epic poem. While the actual poem is not part of the CD-ROM, our students have used it to help them understand the story of the *Odyssey*, to research the many ways it has influenced art, music, and other literature, and to read other writers' analyses of the poem.

Project Director:

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Projects and Reports:

The Journey Home Interactive CD-ROM program

Journey Home: A Multimedia Work in Progress on Homer's Odyssey
ERIC article September, 1994

Models of using Multimedia in the Classroom MassCUE article
September, 1994

Executive Summary

Project Title: Teaching Literature Using Multimedia
Grantee organization: North Shore Community College
Address: One Ferncroft Road
Danvers, MA 01923

Project Director: Dr. Sandra Stalker
Assistant Dean, Educational Technology
(508)762-4000 X6661

A. Project Overview:

Based on a prototype developed previously on an Apple II by our principal designer, Terri Whitney, we created *Journey Home* , an interactive CD-ROM program on Homer's *Odyssey*. We developed the program on a Macintosh Quadra using the MacroMind Director authoring system. The program incorporates video, text, graphics, music, and art works related to the *Odyssey*.

The aim of the program was to provide helpful background information as most students have little knowledge of, for example, the history, mythology, and archaeology related to the work. Moreover, few students appreciate the influence this epic has had on artists throughout the ages. We hoped that by using multimedia, with its appeal to various senses, we would make this work more approachable to students of all abilities and learning styles. Finally, we hoped that students would become more motivated and better understand the work.

We planned to test the program in a variety of settings at our college and hoped that we would have the opportunity to beta test the program at other colleges as well.

B. Purpose:

The purpose of our project was to create a model for an innovative method for teaching literature. By placing extensive resources at the students' fingertips, *Journey Home* provides them with the opportunity not only to better understand and appreciate Homer's poem but also to discover its influence on art, music, and other literature. The *Journey Home* project also sought to use multimedia to address the problem of teaching literature to students with widely varying abilities, literary experience, learning styles, and motivation.

C. Background and Origins:

Several years ago, Terri Whitney, our principal designer, had a vision of an interactive program that would help her literature students better understand Homer's *Odyssey*. Due to the limitations of the technology at the time, she and a media specialist developed a simple prototype of her program using an Apple II computer and videotape. Terri was frustrated, however, by the limitations of the technology as well as the fact that she only had one machine that had to be used both as a demonstration vehicle as well as the student workstation.

By the time we applied for the grant, multimedia technology had advanced significantly, so we were able to design a truly interactive, student-centered program on a CD which allows students to proceed through the material at their own pace and in any order that they wish. In the first year of the grant Terri expanded the content of the prototype program considerably adding more text and video, as well as music, art, audio captions, a map and a timeline Then the project team digitized this material, and our media specialist designed the user interface and created links between the various components, for example from a word in an article to a related video clip or work of art. When our proposal was funded by FIPSE, our college purchased 25 multimedia Macintosh computers to be used by students both in the classroom and in our computer labs. The combination of advanced technology with access to multiple computers and a highly skilled and dedicated development team made our success possible.

D. Project Description:

Our project, *Journey Home*, is an interactive CD-ROM on Homer's *Odyssey*. It is a multimedia database of resources related to the epic poem. Our program contains 260 excerpts from articles and books on topics related to the *Odyssey*, over 200 art works and photographs, excerpts from six music CDs and ten videos, and approximately 20 poems, short stories, and excerpts from longer literary works. The program also contains a glossary, map, timeline, and works cited page. A print function permits students to print their notes or any text.

Throughout the three year grant, we demonstrated early versions of the program at many conferences. Also, we piloted the program in labs and multimedia classrooms in our college. Despite delays caused by the enormity of the program and technological problems, we were more than satisfied with our final product, especially considering the numerous obstacles we had overcome. Had the entire team not been so dedicated and worked so harmoniously, this would never have been the case.

E. Evaluation/Project Results

During the three years of the grant, we made every effort to document the effectiveness of our program. Our evaluation procedures included surveys of students and instructors, use of control and experimental classes, comparisons of student papers and research, factual pre and post tests of students' knowledge of the *Odyssey*, exit interviews, as well as videotaping both control and experimental classes. (See appendices for copies of evaluation instruments.)

Our data has consistently shown the effectiveness of using multimedia in the literature classroom. The most dramatic results were with those students who used the program both in the lab and in the multiimedia classroom. We are now eager to beta test the program at some of the 30 colleges and universities across the country who have asked to use the program.

F. Summary and Conclusions:

Our project affirmed Terri's belief that teaching literature can be improved through the use of multimedia. The project we undertook was probably too ambitious for the size and experience of our team, but since we didn't really understand the enormity of the task ahead of us, we boldly jumped in and created an extremely effective and valuable teaching tool that our peers and computer professionals feel is of professional quality. Our students have reacted positively to our program, our faculty have been energized by it, and our institution has gained both national and state recognition for our work in multimedia development in the classroom. FIPSE funded our dream, our hard work made it happen, and the success we attained has helped to change the culture of our institution.

G. Appendices:

Appendix A Discussion with FIPSE
Appendix B *Journey Home* brochure (One copy of CD)
Appendix C League for Innovations conference evaluation sheets
Appendix D Sample Pre and Post Tests
Appendix E *Journey Home* description
Appendix F Sample Student Assignments and Instruction Sheets

FIPSE FINAL REPORT

A. Project Overview:

Based on a prototype developed previously on an Apple II computer by our principal designer, Terri Whitney, we created *Journey Home* , an interactive CD-ROM program on Homer's *Odyssey* with this FIPSE grant. We developed the program on a Macintosh Quadra using the MacroMind Director authoring system. The program incorporates extensive video, text, graphics, music, and art works related to the *Odyssey*.

We hoped that by using multimedia, with its appeal to various senses and learning styles, we would make this work more approachable to students of all abilities and learning styles. Finally, we hoped that students would become more motivated and that both the classroom discussion and papers would reflect this motivation and show a better understanding of the work.

We encountered a number of problems in our development of the program because of its enormity, filling an entire CD. This, coupled with technological problems, slowed our progress so that the final version was not complete until this month. However, we were able to test early, unfinished versions of the program. Our pilots of these early versions in several sections of our World Literature I classes at our college

demonstrated that the students found the program highly motivating. In addition, the program addressed the needs of students of varying ability and learning styles, helping them to better understand and appreciate the epic poem.

B. Purpose:

The purpose of our project was to model an innovative method for teaching literature. Most community college students, while they are reading any work of literature, do not bother to go to the library to use an atlas to determine where places mentioned are located, or use a dictionary or glossary to define unknown words, or look for other works of literature that would help them to understand the text they are reading. By placing extensive resources at the students' fingertips, *Journey Home* provides them with the opportunity not only to better appreciate Homer's poem but also to discover its influence on art, music, and other literature.

The *Journey Home* project also sought to address the problem of teaching literature to students with widely varying abilities, literary experience, learning styles, and motivation. Increasingly, it seems, both two and four-year colleges and universities face this problem, and yet although professors are aware of the problem, solutions are hard to come by. To attempt to solve this problem, we used new technology,

specifically a Macintosh Quadra with CD-ROM and an authoring package called MacroMind Director, to create a multimedia program for college literature classes.

The principal designer chose Homer's *Odyssey* as the focus of the project for several reasons. First, the *Odyssey* is widely taught to freshmen and sophomores in colleges across the country. Second, the *Odyssey* was made for multimedia: it touches on a wide range of subjects and has inspired hundreds of works of art, music, and literature over the centuries. Third, few students come to their study of the *Odyssey* with any understanding of the context of the work or any appreciation of its influence on various art forms. One introductory lecture, which is all most faculty have time for, is hardly adequate to discuss the archaeological digs of Heinrich Schliemann, the mythological and historical background of the Trojan War, or the various works of art influenced by this epic.

In our multimedia CD-ROM program, we wanted to provide extensive background information on the *Odyssey* using text, graphics, video, music, and art works. In this way we attempted to address varying learning styles and take full advantage of multimedia technology which works best, in our opinion, when text is integrated with visual and auditory stimuli. We thought that by including information on a wide variety of

topics related to the *Odyssey*, such as archaeology, history, astronomy, maritime technology, and related music, art, and literature, that we could provide a window into the epic poem for those students who may have difficulty with literature but who enjoy, for example, history, or music, or art. Moreover, we hoped that allowing students choice among many paths of information would increase their motivation.

Once the program was developed, we planned to test the program in several settings: using one computer as a lecture supplement, using several computers in a lab setting, and using one computer per student in a multimedia classroom. We believed that it was important to test the program in these varied settings to determine whether the more active learning which would take place in the lab and multimedia class setting was more effective than the more passive learning which would occur using the program on one computer as a lecture supplement. In addition, we conducted an experimental class using the multimedia program and a control class using traditional teaching methods to determine how multimedia affected the students' learning and motivation.

We learned that community college students in a non-residential setting generally have little extra time on campus and, as a result, need as much access as possible to computer labs. Moreover, they insist on taking home print-outs of the text (though this will likely change as soon

as all students have CD-ROM computer access at home). Thus during the course of testing the program, we increased access, and when the print function of the program was finally installed, there were no student complaints. We also learned that the most effective use of the *Journey Home* program was in the multimedia classroom and lab. Using the program on a single computer as a lecture supplement has some value but lacks the advantage of placing the student in the role of active learner.

Another lesson we learned was that although the first step in using multimedia to teach literature is creating (or acquiring) a high quality program, it is the integration of the program into the classroom that is just as much of a challenge. In our talks with Greg Crane, developer of the highly regarded Perseus program in classical literature, and others at the technology conferences we attended over the course of the grant, we came to realize that this is an area that has not been addressed. Perhaps this is because many colleges seem to be occupied with figuring out how to find money to acquire the latest hardware and how to locate the best software. We encountered no one who was undertaking a systematic study of creative uses of multimedia in the classroom. It is, we believe, an important next step to undertake such a study, examining ways in which courseware can be most effectively used by students and teachers.

Regarding the creation of *Journey Home* (or any multimedia program), we learned that the process becomes exponentially more difficult the broader one's focus. We compiled extensive text, audio, graphics, art, and video--enough to fill an entire CD-ROM---which complicated our task considerably. Indeed, because of the size of our program, we encountered barriers that even the developers of MacroMind Director had not foreseen; for example, they were stymied when we approached them with one problem which would not have existed had our data base been smaller.

One problem centered on text. Many text documents could not be scanned into electronic format and had to be manually typed into a word processor. Then, the principal designer had to proofread all of this text. Problems between software programs added to the editing that had to be done. For example, text was typed using a WordPerfect format and then imported into the MacroMind program. Often that text needed to have the margins re-aligned and the size of the font altered to fit it into the MacroMind screens. Then the principal designer would proofread this work. This process was painstakingly slow, and totally unexpected, since WordPerfect had been chosen because it was supposed to create text that MacroMind would recognize.

We encountered other problems too. For example, when we realized that our naming convention for the art works was too cumbersome, we had to change the naming convention of each art work and re-program. This took countless hours because we had included over 200 art works. Also, often the sheer size of the materials we wanted to link together presented technical difficulties that were laborious to overcome. Finally, we experienced delays caused by the failure of our hard drives on two occasions. We were forced to send them in for repair or replacement which took several weeks each time.

So both the enormity of the resources available on the CD and problems with the technology caused our delays. While we were still able to create working models for our classes and for conference presentations, the first two versions of the program were not complete, nor were they error-free. Because of the delays, the third and final version of the program was not completed until the very end of the grant period. Thus we were unable to do any beta testing, even though a number of faculty from colleges and universities across the country who saw a preliminary version of the program wished to pilot it in their classes.

One thing in our favor was the rapid improvement of multimedia development software. A newer version of our authoring package, MacroMind Director, allowed us to configure our links between text and

audio and video clips more efficiently in the later versions of the CD.

Finally, we learned that the best approach to developing multimedia is, in most cases to employ a team composed of a content expert, an administrator, data entry assistants, and a variety of media specialists including a programmer, a graphic artist, and an audio technician. Furthermore, it is helpful if the programmer has had significant experience in whatever authoring language one plans to use. We did employ a team approach; however, all of our technical tasks were performed by one person. Had we not had someone as talented and dedicated as we did, the technical development of this program would have been impossible. For anyone else planning to create a multimedia program, we would strongly recommend that more than one person be assigned the technical responsibilities, or, even if an extremely talented, experienced, and dedicated multimedia specialist is found, that the focus of the project be much narrower. Also, we chose as our authoring software MacroMind Director, probably the most sophisticated multimedia authoring software program. We recommend it above all others for a professional looking product but caution that it is more difficult than say, Toolbook, or other commonly used multimedia authoring packages. Thus if choosing MacroMind Director, it is vital that the programmer have had substantial experience with this program.

C. Background and Origins:

Several years ago, Terri Whitney, our principal designer, had a vision of an interactive program that would help her literature students better understand Homer's *Odyssey*. Due to the limitations of the technology at the time, she and a media specialist developed a simple prototype of her program using an Apple II computer and videotape. This technology was inherently linear, and therefore it was impossible to develop a truly interactive, student-centered program. The students enjoyed viewing the videotape, and Terri saw the benefits of a multimedia approach to teaching literature; however, she was frustrated by the limitations of the technology as well as the fact that she only had one machine that had to be used both as a demonstration vehicle as well as the student workstation.

By the time we applied for the grant, multimedia technology had advanced significantly, so we were able to design a truly interactive, student-centered program on a CD which allows students to proceed through the material at their own pace and in any order that they wish. In the first year of the grant Terri expanded the content of the prototype program considerably, adding more text, music, art, video, audio captions, a map, and a timeline. Then the project team digitized this material, and our media specialist designed the user interface and created links among

the various components, for example from a word in an article to a related video clip or work of art.

When our proposal was funded by FIPSE, our college purchased 25 multimedia Macintosh computers to be used by students both in the classroom and in our computer labs. The combination of advanced technology with access to multiple computers and a highly skilled and dedicated development team made our success possible.

D. Project Description:

Our project, *Journey Home*, is an interactive CD-ROM on Homer's *Odyssey*. It is a multimedia database of resources on and about the epic poem. Students use these resources on the CD-ROM sitting at an individual Macintosh computer. They wear headphones and use a mouse to select the material they want to see and hear.

To develop the program the principal designer identified and edited approximately 250 excerpts from articles and books on the following topics related to the *Odyssey* : Odysseus Journey, Characters, Trojan War, Mythology, Religion and the Gods, Archaeology, Homer's World, Technology, Astronomy, Sources and Language, and Composition and Style. Also she compiled a database of over 200 art works and photographs, six music CDs, ten videos, and approximately 20 poems, short stories, and excerpts

from longer literary works related to the *Odyssey*. In addition, she prepared text and audio captions for all art work and photos. Next she and the media specialist worked with a voice talent (Don Wescot, narrator of Nova) to record approximately 50 audio captions. Then the project designer identified words in the text of the articles and books as links to the related art, music, video, and literature in the program.

In addition, she compiled a glossary of people and places referred to in the *Odyssey* as well as words which she thought not likely in the lexicon of community college students. Also, she developed a timeline of events related to the *Odyssey* and worked with the technical designer to create an interactive map of the Mediterranean with audio clips explaining the significance of various places mentioned in the poem. Finally, she prepared a works cited page listing all books, articles, videos, music CDs, and sources of art works.

The media specialist included an accessible note page which allows students to take notes as they read the materials presented. He also included printing capability so that students may print their notes or any text. Also, the media specialist, in consultation with the principal designer, developed the interface. Our aim was to make navigation as easy as possible and to avoid having the user "lost in hyperspace." The media specialist also developed an uncluttered, aesthetically attractive

interface; at every conference where we demonstrated the program, those in the audience commented on its artistic beauty.

The media specialist was also responsible for the programming. Changes in technology forced us to continually change our methods of programming. For example, we used MacroMind Director 1.0 as our authoring software. Then late in the second year of the grant, MacroMind Director 2.0 was published. Because this new version allowed the programming flexibility and power we desperately needed, we re-programmed all of our material. Also, at about this same time, we had access to a scanner that produced far superior images to our original scanner, so the media specialist re-scanned all art works and photos.

In addition, the media specialist prepared the graphics for the screen designs, timeline, and map, added audio to the art captions and map, and worked with the principal designer to edit the video.

Others also helped with the program's development. Data entry personnel had the enormous task of typing the text. Several honors students at the college made suggestions regarding the glossary, student questions on text, navigation, and various design features. In addition, we employed a consultant on multimedia design who visited our campus the first year, after the first version was in prototype form, to critique our work and to make suggestions for improvement in the overall design.

Finally, we employed an evaluator for the in-class pilot of the program.

The program was continuously tested in literature classrooms as it was being developed. The team used the feedback from instructors and students who used the program to add features, such as the ability to print text as well as notes, and to make the interface more user-friendly. Three versions of the program were developed, one each year, which reflect the suggestions made not only by students and instructors from our institution, but also the comments made by other faculty, graphic artists, and instructional designers who attended demonstrations of the CD program at various local, state and national conferences.

Throughout the three year grant, even though not all the links were functioning and some portions of the program had not yet been installed, we demonstrated the program at the conferences listed below:

League of Innovation at Community Colleges, Nashville, TN-1993

Massachusetts Community College Division Chair Conference-1993

Massachusetts State Computing Conference, Amherst, MA-1994

New England Regional Computing Conference, Mt. Holyoke, MA-1994

Association for Applied Interactive Multimedia, Asheville, N.C.-1995

Deerfield Academy, Deerfield, MA-1995

Northeast Regional Conference on English in the Two-Year College, Portsmouth, NH-1995

In addition, we demonstrated the program at the 1994 FIPSE conference and described the program at a seminar at the 1994 NEH Institute on Homer and the Oral Tradition at the University of Arizona.

Even as the final version of the program was being pressed on CD, the project designer had yet more text she wanted to include and the media specialist longed for more time to perfect the program. We were, however, more than satisfied with our final product, especially considering the numerous obstacles we had overcome. Had the entire team not been so dedicated and worked so harmoniously, this would never have been the case.

E Evaluation/Project Results:

During the three years of the grant, we made every effort to document the effectiveness of our program. Our evaluation procedures included surveys of students and instructors, use of control and experimental classes, comparisons of student papers and research, factual pre and post tests of students' knowledge of the *Odyssey*, exit interviews, as well as videotaping both control and experimental classes. (See appendices for copies of evaluation instruments.)

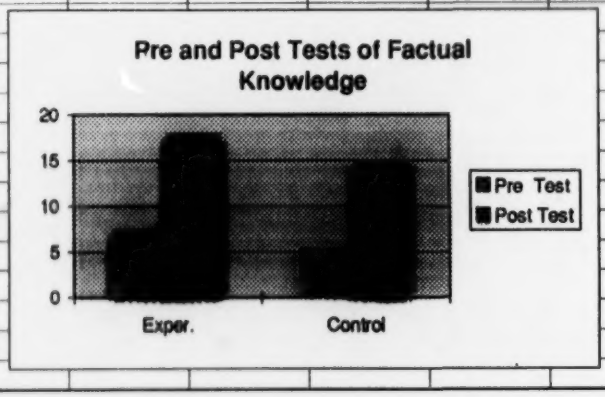
Before we had a version of our program to use in the classroom, we did a survey of our traditional World Literature classes and determined

that the *Odyssey* was considered one of the hardest units in the course, from both the instructors' and students' points of views. When we had a prototype we could use in the classroom, we used experimental and control classes to measure the impact *Journey Home* had on student outcomes. Our data consistently has shown, over the four semesters we have used the program, that compared to traditional teaching methods, the CD significantly improves motivation and the quality of in class discussion and somewhat improves students' factual knowledge. We used factual pre and post tests, student and faculty surveys, and comparisons of short papers and research papers prepared by the students to compare control with experimental classes. To control variables one semester, we had Terri teach both a control and an experimental class and compared their student outcomes with a control and an experimental class taught by two other instructors.

The statistical results showed a slight gain in factual knowledge of the *Odyssey* by the experimental classes over the control classes. Significance was also found in the number of outside citations that students used in their research papers. Experimental class papers had more sources and more accurate citations than those from the control classes. (See graphs on next page)

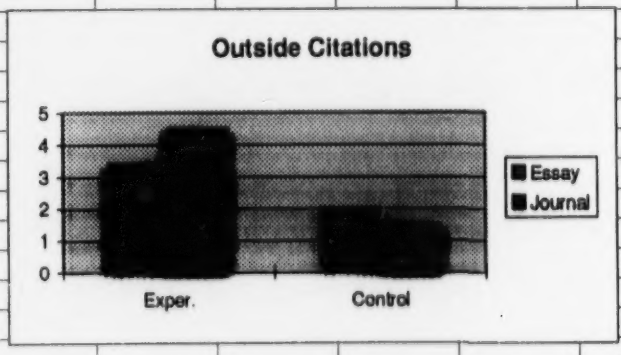
Sheet2

	Exper.	Control
Pre Test	7.3	5.2
Post Test	17.8	14.6



Sheet1

	Exper.	Control
Essay	3.4	2
Journal	4.5	1.5



Exit interviews and written student surveys indicated much more positive attitudes towards the *Odyssey* by students in the experimental classes than in the control classes, and instructor interviews revealed that they felt they were more effective teachers when they used the program in their classes. Specifically, classroom discussion was livelier and more substantive. Moreover, students of all levels were more likely to participate in discussion and with more sophisticated remarks and questions. Also, the CD allowed students of varying abilities to progress at their own rate both in the lab and in the classroom.

Our program has been demonstrated at numerous local, state, and national conferences and workshops. Every demonstration has received glowing evaluations. We were gratified to realize that not only were our colleagues in content areas impressed with our work, but that graphic artists, instructional designers and multimedia developers were impressed too.

Now that our program is complete, we are eager to test this final version in classes both on and off our campus. Several faculty in our college in the English department and in other departments as well have been patiently waiting for this final version. In addition, approximately thirty other colleges and universities across the country who have seen the program demonstrated at conferences or heard it described at the

1994 NEH Institute on Homer and the Oral Tradition, are eager to use it in their classes.

We plan to allow a number of these colleges to do that, though without a dissemination grant we will be unable to provide training or offer workshops where these faculty can exchange ideas on how best to integrate the program into the classroom. We are asking the institutions who beta test the program to evaluate its use, and we are considering applying again for a dissemination grant, this time with a more far-reaching plan to enable faculty at several colleges to integrate a number of multimedia literature programs into one course. In addition, a dissemination grant would enable us to conduct a broad, systematic study of the most effective ways to integrate multimedia into the classroom.

F. Summary and Conclusions:

Our project affirmed Terri's belief that teaching literature can be improved through the use of multimedia. The project we undertook was probably too ambitious for the size and experience of our team, but since we didn't really understand the enormity of the task ahead of us, we boldly jumped in and created an extremely effective and valuable teaching tool that our peers and computer professionals feel is of professional quality. Our students have reacted positively to our program, our faulty

have been energized by it, and our institution has gained both national and state recognition for our work in multimedia development in the classroom. We believe that Terri was invited to participate in the NEH funded 1994 summer institute on *Homer and The Oral Tradition* and that we were invited to present at the League for Innovationπ for Community Colleges' national technology conference because of our FIPSE grant. FIPSE funded our dream, our hard work made it happen, and the success we attained has helped to change the culture of our institution.

Appendix A

Discussion with FIPSE

1. We found the FIPSE staff to be extremely helpful in answering our questions and in responding to our concerns. We were new at creating a budget for a project of this size, and made some errors in terms of the location of monies within line items of our budget. We were not sure that a Federal agency would allow us flexibility so that we might more effectively make use of our funds, but the process was quite straightforward. We also received invaluable help in the organizing and reporting of our evaluation results. FIPSE was probably most helpful, however, in bringing us together each year in Washington to share our successes and to create a network of educational innovators.

From our point of view, about the only way FIPSE could have been more effective with our project would have been if there had been computer equipment readily available in Washington to allow us to showcase our project. It was difficult to bring our own equipment with us, and rental equipment provided by the hotel was not adequate.

2. When FIPSE reviews future proposals in our area of interest, consideration should be given to projects that want to determine the most effective way of using multimedia in education. There are many schools

developing their own multimedia programs now, but careful research needs to be conducted to determine the increased effectiveness of various models of using multimedia both in and out of the classroom. Distance learning and the Internet will bring multimedia instruction in the home, but will academe be prepared to deliver these courses in a pedagogically sound way? We know students retain more and master material more quickly if it is presented in a self-paced, multimedia package; what we do not know is how best to use the technology and what role the instructor should play in the overall program.

3. We really believe that because of our FIPSE grant the culture of our institution has changed. This year Terri and Sandy were named co-directors of a Technology Across the Curriculum program which they designed, and the administration has made integration of technology into the classroom an institutional goal with a high priority. We have created a task force with the charge to create the college's first five-year technology plan, and for the first time, an attempt will be made to make upgrading technology part of the institutional budget. The enthusiasm our successful project generated is contagious.

Appendix B

Journey Home brochure (one copy of CD)

Odysseus:
The Journey Home

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Odysseus: The Journey Home
A Multimedia Literature Program

THE PROBLEM

There is a growing consensus among educators that major changes must be made in American education. The students at NSCC, as at most community colleges, are widely diverse in their reading preparedness and learning styles, and they frequently lack self-esteem. Though they are willing and eager to learn, most enter college with little information, and there is virtually no common ground of knowledge among students. As a result, the instructor has no reference point in terms of the students' reading or exposure to the arts and to ideas. While this is true to some extent at most colleges, it is a particular challenge in the community college because the academic background of the students is frequently weak. Offering more factual information is not sufficient; we must help students observe how these facts relate to each other and to all the other knowledge the students have if we are to develop their critical thinking skills and prepare them for life in the 21st century.

THE SOLUTION

Teaching Literature Using Multimedia

Odysseus: The Journey Home is a three year project aimed at changing the way literature is taught at the undergraduate level. The project's goal is to develop an alternative approach to the traditional teaching of literature, which is usually teacher-centered and unable to adequately deal with the diversity of

students' literary backgrounds. With **The Journey Home** students will study The Odyssey using individual styles of learning and pursuing personal interests and links to related information. Entirely computerized, the program will use text and graphics as well as audio and video materials through computer disks and CD ROMs to supplement the classic epic poem. Students will have easy access right on their computer screens to necessary resources such as a glossary, atlas, video clips, artwork, music, and still pictures. The program will be student-centered, demanding highly interactive learning that encourages the development of creative thought processes and explores interdisciplinary information related to the text.

The first year of the project will be spent creating the courseware. The second year's work will be student-centered, using experimental and control groups to evaluate the effectiveness of the design on the acquisition and retention of student knowledge. **Journey Home** will be integrated into the curriculum in the following ways:

1. Used in class on some occasions to enrich lecture/discussions. For example, when discussing the Trojan War, the instructor may ask the students to turn on their computers, find the program subtopics relating to the Trojan War, and to take 15 minutes to explore whatever they wish in those categories. Some students may look at graphics and slides depicting how the Trojan War and its mythology have been portrayed in art; others might read an article about the mythological explanation of the Trojan War; still others might

view video clips on what archaeology reveals about the history of Troy. The instructor could then elicit comments on the topic from the various perspectives, group the students according to their interest and let them discuss among themselves, and/or ask for a written summary or an oral report on what the students learned from the program.

2. Used outside of class to enrich class discussion. The instructor might ask students to explore one or more subtopics from Journey Home outside of class. In this case students would come to the computer lab at a convenient time during the day or evening and complete the work there. Again the instructor may ask for a written summary or oral report on what the students learned. In this case students can investigate as much material as they wish and at their own pace.

3. Used as a source for final papers or journals on The Odyssey. In this case the instructor would ask students to use any appropriate materials from Journey Home for their written assignment. For example, students writing on the significance of the Orestes myth could read articles on the subject, view graphics, read references to the myth in the text, and discover what other authors have used this myth. Or students writing on how artists or writers have depicted and sometimes altered Homer's story may read Kafka's essay "The Silence of the Sirens", find a list of modern literary works influenced by The Odyssey, or look at slides and graphics of pots, sculptures, and other objects which display themes from The Odyssey, sometimes with changes in Homer's story. During the third year, project members

will review and revise its design, evaluate the revised courseware with experimental and control groups, and explore the possibility of corporate support for expanding and publishing the project.

HARDWARE AND SOFTWARE USED IN DEVELOPMENT

Quadra 700	Macro Mind Director 3.1
Macro Mind 3D	Quick Time
Video Spigot	an audio board
Adobe Premier	Adobe Illustrator
Mac Recorder	and Windows Player.

HARDWARE FOR MULTIMEDIA CLASSROOMS AND LABS

25 Mac Quadra 650 computers with built in CD ROM drives

FOR FURTHER INFORMATION CONTACT:

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North Shore Community College
One Ferncroft Road
Danvers, MA 01923
(508) 762-4000 x6661
E-Mail SSTALKER@MECN.MASS.EDU

Appendix C

League for Innovations conference evaluation sheets

Histogram

Total Respondents: 30 Session Evaluation Subgroup Respondents: 30

Percent in tens: ....1....2....3....4....5....6....7....8....9....10

Item 1 = Importance of the topic / application

```
A = Very Low.....
B = Somewhat Low.....
C = Neutral..... ********
D = Somewhat High..... **********
E = Very High..... **************************
```

A:	B:	C: 15.4%	D: 38.5%	E: 46.2%	Mean = 4.31
f = 0	f = 0	f = 4	f = 10	f = 12	Missing = 4

Item 2 = Overall quality of content and organization of session

```
A = Very Low.....
B = Somewhat Low.....
C = Neutral..... ******
D = Somewhat High..... **********
E = Very High..... **************************
```

A:	B:	C: 12.0%	D: 40.0%	E: 48.0%	Mean = 4.36
f = 0	f = 0	f = 3	f = 10	f = 12	Missing = 5

Item 3 = Readability and effectivenss of media used

```
A = Very Low.....
B = Somewhat Low..... **
C = Neutral..... **
D = Somewhat High..... ****************
E = Very High..... ********************************
```

A:	B: 4.0%	C: 4.0%	D: 32.0%	E: 60.0%	Mean = 4.48
f = 0	f = 1	f = 1	f = 8	f = 15	Missing = 5

Item 4 = Overall effectiveness of presenters

```
A = Very Low.....
B = Somewhat Low..... **
C = Neutral..... ******
D = Somewhat High..... **********
E = Very High..... **********************
```

A:	B: 4.0%	C: 12.0%	D: 40.0%	E: 44.0%	Mean = 4.24
f = 0	f = 1	f = 3	f = 10	f = 11	Missing = 5

Percent in tens: ....1....2....3....4....5....6....7....8....9....10

Item 5 = Overall Rating of Session

A = Very Low.....
B = Somewhat Low.....
C = Neutral..... *******
D = Somewhat High..... ****************************
E = Very High..... ****************

A:	B:	C: 13.6%	D: 54.5%	E: 31.8%	Mean = 4.18
f = 0	f = 0	f = 3	f = 12	f = 7	Missing = 8

LEAGUE for INNOVATION
in the Community College

MEMORANDUM

TO: Nashville Conference Presenters

FROM: Nancy Italia

RE: Session Evaluations

DATE: December 9, 1993

I am enclosing a copy of the evaluation of your session presented at the computer conference in Nashville last month. National Computer Systems was kind enough to provide this evaluation service to the conference.

I hope you will share these results with the other members of your presentation team. Thank you once again for your participation and contribution to an overwhelmingly successful conference. We look forward to seeing you next year in Houston.

Appendix D

Sample Pre and Post Tests

The Odyssey PRETEST

DATE: SS#

Your class has been selected for participation in a project on The Odyssey. In order for us to understand how your knowledge of The Odyssey changes as a result of course instruction, we need to assess your current knowledge of the epic. Please respond as fully as you can to the following inquiry.

1. Share your knowledge about the following people, places and events in ancient Greek history and mythology.

Athena

Zeus

Poseidon

The Trojan War

Troy

Ithaca

Homer

Odysseus

Penelope

Telemachus

Cyclops

Circe

Calypso

Alkinoos

Laertes

Agamemnon

2. To the best of your ability, describe daily life in ancient Greece.

3. From your knowledge of Greek civilization, describe the values that the ancient Greeks esteemed.

4. Describe, as best you can, one episode from the story of The Odyssey.

5. Explain your understanding of the significance of that episode.

6. Describe some of the influences of The Odyssey on western literary, musical or artistic culture.

7. Please identify the following and any other places you know on the map provided on the next page:

Troy Ithaca Greece Mediterranean Sea

Aegian Sea Athens

BEST COPY AVAILABLE

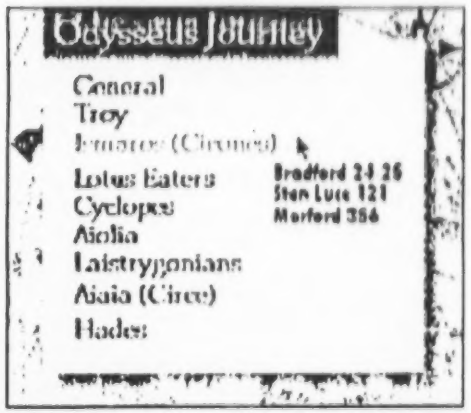
Appendix E

Journey Home description

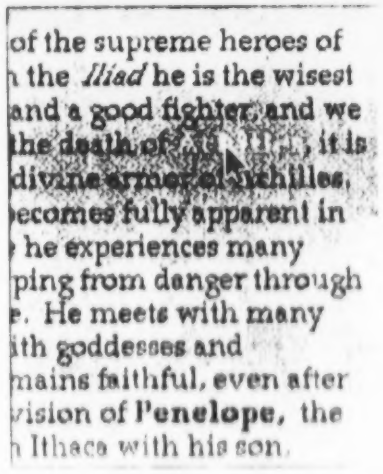
Teaching Literature Using *Journey Home*

Current approaches to the teaching of literature at the undergraduate level frequently do not actively involve all students in the learning process, do not respond to their academically diverse needs, and fail to provide them with easy access to a variety of print and nonprint resources which will help them fully understand the literary work being studied. Often students passively listen while instructors try to place the content of the literary work in the context of the world in which the work is set.

When reading outside of class, many students will not bother to look up words they do not understand in a dictionary or go to an atlas to identify the places mentioned in the text, and few will venture to the library to search for information on related topics which might provide them with a cultural context.



After selecting a topic from *Journey Home*'s main menu (see cover), students are presented with several submenus from which they can choose subjects such as "Odysseus' Journey" (above).


of the supreme heroes of
the *Iliad* he is the wisest
and a good fighter, and we
the death of
it is
divine armor of Achilles,
becomes fully apparent in
he experiences many
ping from danger through
e. He meets with many
ith goddesses and
mains faithful, even after
vision of **Penelope**, the
Ithaca with his son.

Students will read excerpts from books and articles pertaining to the subject they have chosen. Clicking on words in bold provides links to related material in several media; other words may also provide links.

What *Journey Home* Offers Students

The *Journey Home* is a three year project, funded in part by FIPSE, aimed at changing the way literature is taught at the undergraduate level. The project's goal is to develop an alternative approach to the traditional teaching of literature. Students will study the literary work, in this case the *Odyssey*, using individual styles of learning and pursuing their personal interests.

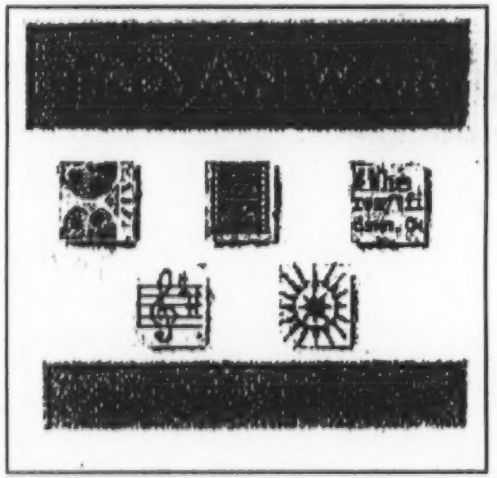
Entirely computerized, the program uses text and graphics as well as audio and video materials to supplement the classic epic poem. Students have easy access on their computer screens to necessary resources such as a glossary, atlas, video clips, art works, music and still pictures.

The program is student-centered, demanding highly interactive learning that encourages the development of creative thought processes and the exploration of interdisciplinary information related to the text.

How *Journey Home* Works

With the click of a button, art works, full motion video clips, music, graphics and/or related literature appear on the computer screen. Students may create a path through the program, exploring the many links that are provided to help them better understand Homer's *Odyssey*. The main menu offers multiple submenus. Each submenu offers many choices of excerpts from essays on that topic. In each essay, clicking on words in bold type provides links to related material.

Thus, on a sample route through the *Journey Home*, a student might encounter a video on ship building in ancient Greece, Chagall's mosaic depicting episodes of the *Odyssey*, an excerpt from Monteverdi's *Il Ritorno d'Ulisse in Patria*, a *New York Times* article on recent archaeological discoveries in Troy, and a map showing the places mentioned in the *Odyssey*.



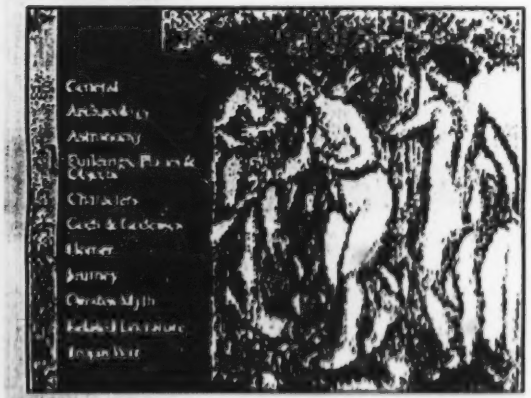
By clicking on an icon, students have access to video and audio as well as textual information. Students can choose to watch a quicktime movie, admire reproductions of important art works, read classic poetry and fiction, or listen to operatic and popular music inspired by the *Odyssey*.

Journey Home

Technical Requirements

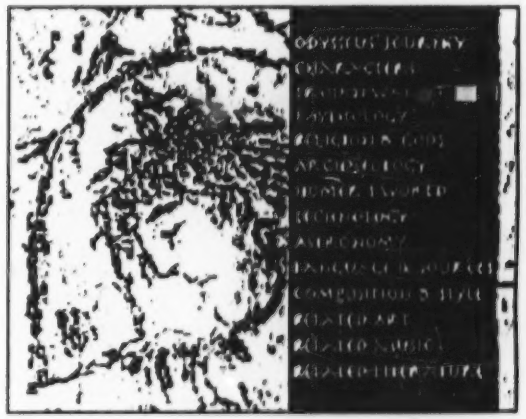
Contained on a CD-ROM disk, ***Journey Home*** is designed to run on a Quadra-level Macintosh computer with at least 8 MB of RAM. ***Journey Home*** is a self-running application authored in Macromind Director. ***Journey Home*** is a work in progress and is not for sale. The computer interface for ***Journey Home*** is protected by copyright and may not be copied or reproduced without permission. For more information contact:

Dr. Sandra Stalker
North Shore Community College
One Ferncroft Road
Danvers, Massachusetts 01923
(617) 593-6722 x6661



NORTH SHORE
COMMUNITY COLLEGE
One Ferncroft Road Danvers, Massachusetts 01923

Journey Home



Version 1.0

Interactive CD-ROM Program on Homer's *Odyssey*

Funded by:
U.S. Dept. of Education
Fund for the Improvement of Post-Secondary Education
and
North Shore Community College

Project Director: Sandy Stalker
Principal Designer: Terri Whitney
Media Specialist: David Masher

Appendix F
Sample Student Assignments and Instruction Sheets

Research Paper Topics for the *Odyssey*

Choose one of the following and write a research paper (750-1,000 words) using the textas well as the CD-ROM program *Journey Home*. If you wish, you may also use additional sources from the library. Write a well-supported paper with a thesis stated in your first paragraph. You should include a Works Cited page at the end which should be in the correct form.

l. The story of Agamemnon, Clytemnestra, and Orestes is used in the *Odyssey* as a foil for that of Odysseus, Penelope and Telemachus. Compare and contrast the two families to show how the myth of Orestes supports the message of the *Odyssey*.

2. Trace the theme of passion and restraint in the *Odyssey* from Odysseus' behaviour in the Trojan War to his homecoming in Ithaca.

3. According to Norman Austin, a Homeric scholar and professor at the University of Arizona, Homer is all about justice. Show how justice is reflected in the *Odyssey*, not only in the final books but in the Song of Ares and Aphrodite in Book 9 and elsewhere in the poem.

4. Discuss Penelope's role as wife and mother.

5. Discuss the role of the bard in Homeric society, using Phemius and Demodocus, their songs and audience response as sources of information.

6. Discuss the character of Helen in the *Odyssey*, indicating her role in the Trojan War and her perspective of that role.

7. The events related in the *Odyssey* have inspired many artists, writers, and composers, from the time it was composed to the present, to make their own statement. choose one or more works on a subject from the *Odyssey* (e.g. one of Odysseus' adventures, a character, etc.) and compare Homer's statement with that of the artist/writer/composer of the work you have chosen.

8. Choose either the history of Troy (including archaeological information supplied by Schliemann and contemporary archaeologists) or Bradford's navigational route of Odysseus to show the possibilities for a historical basis of Homer's works.

9. Select one of Odysseus' adventiures on his journey home to Ithaca from Troy and discuss its significance for Odysseus' maturation. Explain how he behaves differently than in any earlier episodes, what exactly he seems to have learned from these episodes and how he has applied this learning in the episode you are discussing.

10. Discuss the role of the gods in general in the *Odyssey* and one god (e.g. Athena, Poseidon) in particular, perhaps using examples of art works to amplify your answer.

Paper Topics for the *Odyssey*

Choose one of the following and write a research paper (750-1,000 words) using both the text and the multimedia program Journey Home. Write a well-supported paper with a thesis stated in your first paragraph. You should include a Works Cited page at the end which should be in the correct format (cf your freshman handbook).

1. The events related in the *Odyssey* have provided the inspiration for many artists, writers, and composers, from the time it was composed to the present, to make their own statement. Choose one or more works on a subject from the *Odyssey* (e.g. one of Odysseus' adventures, a character, etc.) and compare Homer's statement with that of the artist/writer/composer of the work you have chosen.

2. The story of Agamemnon, Clytemnestra, and Orestes is used in the *Odyssey* as a foil for that of Odysseus, Penelope and Telemachus. Compare and contrast the two families to show how the myth of Orestes supports the message of the *Odyssey*.

3. Choose either the history of Troy (including archaeological information supplied by Schliemann and contemporary archaeologists) or Bradford's navigational route of Odysseus to show the possibilities for a historical basis of Homer's works.

4. Select one of Odysseus' adventures on his journey home to Ithaca from Troy and discuss its significance for Odysseus' maturation. Explain how he behaves differently than in any earlier episodes, what exactly he seems to have learned from these episodes and how he has applied this learning in the episode you are discussing.

5. Discuss the role of the gods in general in the *Odyssey* and one god (e.g. Athena, Poseidon) in particular, perhaps using examples of art works to amplify your answer.

Here are a few examples of ways you might focus some of these topics more narrowly for journal entries:
(You may use any of these ideas or come up with your own specific focus.)

1. Hospitality and Gift-giving

   a. Homer presents hospitality as a valued trait in ancient Greece through the actions of such characters as Nestor and Menelaus. (In Journey Home see articles under Characters-Nestor and Menelaus as well as Homer and His World-Customs and Beliefs-Hospitality and Gift-giving)

   b. One way in which Homer explores the theme of hospitality is by depicting the violation of the rules by the Cyclops and the suitors.
   (In Journey Home see Journey Cyclops and Journey Ithaca-Suitor Slaughter as well as Homer and His World-Customs and Beliefs-Hospitality and Gift-giving)

2. Athena

Athena acts not only as a protectress of Odysseus but as mentor and protectress of his son, Telemachus. She offers her help to Telemachus in several ways and in several guises.

3. Archaeology

Based on archaeological evidence to date, Heinrich Schliemann seems to have discovered relics which prove that Homer's Troy actually existed.

4. Penelope

Penelope demonstrates her loyalty and wit in several ways in Homer's Odyssey.

5. One aspect of Odysseus' character

After he arrives in Ithaca Odysseus shows a restraint which would

FILL OUT AND LEAVE WITH LAB ASSISTANT BEFORE YOU LEAVE:
LAB WORK USING JOURNEY HOME

Name_____ Date _____ Time In:_____ Out:_____

WEEK ONE (Nov. 1-5) (Odyssey : background; Books I and II)

TOPICS (Check off topic(s) investigated):

_____ JOURNEY - Introduction

_____ CHARACTERS - Telemachus

_____ COMPOSITION AND STYLE - Oral Tradition

_____ HOMER AND HIS WORLD - Biography of Homer

_____ ARCHAEOLOGY - Discovery of Troy; Treasures; Schliemann

_____ MYTHOLOGY - Orestes Myth

_____ TROJAN WAR

_____ RELIGION AND THE GODS - Athena and General

_____ SOURCES AND LANGUAGE (any section)

_____ RELATED LITERATURE - ILIAD

_____ OTHER (List)

FORMATS EXPLORED:

_____ ART WORK(S)

_____ VIDEO(S)

_____ MUSIC

_____ TEXT

_____ MAPS

_____ TIMELINE

PROBLEMS OR QUESTIONS:

SUGGESTIONS: e. g. glossary words, shorter or longer videos, further explanation of certain art works

Suggested Paths Through *Journey Home* for Papers on the Odyssey
NOTE: These are only SUGGESTED paths. You are encouraged to travel anywhere in the program you wish.

Odysseus' Journey (NOTE: This section has many active links to videos, art work, musical compositions, and related essays. In all other sections of the program there is written information but rarely any links. So, for example if you are interested in information on Heinrich Schliemann, you should read the essays on Schliemann in the Archaeology section, but you should also look for Schliemann in bold in any of the essays in the Journey section. If you click on the bold word Schliemann, you will see a list of videos and other material on Schliemann.)

ODYSSEUS' JOURNEY
- General
  - Bradford
- Cyclops
  - Beckwith (for information on hospitality and maritime technology as these topics relate to the Cyclops' episode)
  - Bradford (historical basis for the Cyclops' story; relates to topic, The Odyssey: Fact or Fiction?)
  - Buitron (summary of Cyclops' story)
  - Clarke (commentary on Cyclops' episode)
  - Dimock (maritime technology and general commentary on Cyclop's story)
  - Luce (commentary on Cyclops' story)
  - Mayerson (summary of Cyclops' story)
- Ithaca
  - General
    - Bradford 206-209
    - Camps
  - Penelope and Laertes (should be Reunion of Penelope and Odysseus)
    - Clarke

CHARACTERS
- Odysseus
  - Bloch
  - Bradford (Odysseus' ancestry and name)
  - Clarke
  - Dimock (Odysseus' name)
  - Stanford (influence of Odyssey; mentions Tennyson's poem "Ulysses")
- Penelope
  - Lefkowitz

TROJAN WAR
- Historical Fact
  - Bradford
  - Kirk

Lattimore
Mayerson
Wilford (recent archaeological studies)

Helen
Lefkowitz
Morford

Role in the Odyssey
Mayerson

Saga (Judgment of Paris)
Bradford
Carpenter
Wood

RELIGION AND THE GODS

General
Clarke
Dimock
Edwards
Mayerson

Athena
Clarke
Mayerson
Morford

Poseidon
Mayerson
Morford

CRAFTSMANSHIP AND TECHNOLOGY

Maritime Technology

General
Beckwith
Bradford

Homeric Ship
Bradford
Stanford

ARCHAEOLOGY

Discovery of Troy

General
Finley
Wilford
Wood

Treasures
Finley

Schliemann

Biography
Lessing
Wood

HOMER AND HIS WORLD
- Customs and Beliefs
  - Hospitality
    - Finley
    - Mireaux
    - Simpson
  - General
    - Role of the Sea
      - Mireaux (maritime technology)

LANGUAGE AND SOURCES
- Fact or Fiction
  - Bradford
  - Morford

COMPOSITION AND STYLE
- Style
  - Patterns
    - Edwards (Role of eating-hospitality)

RELATED MUSIC

Note: In this section you will only find the music or excerpts from the music. You may wish to do library research in addition to listening to the music if you choose a paper on this topic. The librettos and program notes will be placed on reserve in the library.

RELATED ART

Note: This section works like a tape recorder and thus you must look through the tapes until you find a work you are interested in examining. Some of the art works have only short text captions; others have longer audio captions. There are two tapes; after watching tape number 1, you may click on the other box at the lower right hand corner of the screen and see tape 2.

RELATED LITERATURE

Note: You cannot access the bibliography or glossary directly from this section. The most helpful section will probably be Poetry.

- Poetry
  - Cavafy "Ithaca"
  - Tennyson "Ulysses"
  - Millay "An Ancient Gesture"
  - Parker "Penelope"
  - Snodgrass "Metis...Outis" (refers to the Cyclops' episode)

Note: Both Millay and Parker's poems focus on Penelope. You may wish to study both and write a paper comparing the two poems with each other and with Homer's depiction of Penelope.